

**FY 2006 TRIBAL YOUTH PROGRAM**  
**Teleconference Transcript**  
**February 7, 2006**  
**2:00 p.m. ET**

Operator: Good day ladies and gentlemen, and welcome to the FY 2006 Tribal Youth Program Conference Call. At this time, all participants are in a listen-only mode. Later, we will conduct a question-and-answer session, and instructions will follow at that time. If anyone should require assistance during the conference, please press star and then zero on your touchtone telephone. As a reminder, this conference call is being recorded. I would now like to introduce your host for today's conference, the Youth Tribal Program Coordinator, Ms. Laura Ansera. Ms. Ansera, you may begin your conference.

Laura Ansera: Thank you, Jennifer. I appreciate you helping us out here today. I'm very pleased today to introduce the Tribal Youth Program FY 2006 Tribal Solicitation Conference Call. We have the opportunity, and I'm really pleased that all the program managers are here today. I'm Laura Ansera, the Program Coordinator, and I'll go ahead and let the others introduce themselves here.

Ruby Qazilbash: This is Ruby Qazilbash, also Program Manager with the office of Juvenile Justice and Delinquency Prevention.

Patrick Dunckhorst: Patrick Dunckhorst, also Program Manager here at OJJDP.

Preeti Menon: Preeti Menon, also Program Manager at OJJDP.

John Martin: And John Martin, GMS Support at OJJDP.

Laura Ansera: We have everyone here that's involved pretty much with an application, and at this point we're very interested in hearing from you and we're hoping that you've all already read the solicitation, and we're just going to jump into working with questions and whatnot.

TYP has been on the books since 1999, as you would have discovered in the introductory material of the application. It provides for funding to federally recognized tribes to do juvenile delinquency prevention programs in five categories. Without going into the details of the program, I think I would like to hear what your questions are so that we can begin addressing those, only because we're on a limited time frame here in terms of the time of this call. So, I understand we have some folks waiting to discuss the solicitation, so I welcome you to the OJJDP TYP program review. So, we should proceed.

Patrick Dunckhorst: Jennifer?

Operator: If you have a question at this time, please press the 1 key on your touchtone telephone. If your question has been answered or you wish to remove yourself from the queue, please press the pound key. Again, if you have a question at this time, please press the 1 on your touchtone telephone.

Our first question comes from Carrol Justice of Wyoming. Your question, please.

Carrol Justice: Yes. I believe in the past that a tribe could apply under the different categories, or generate more than one grant application. Is that still the case, or are you limited to one category?

Laura Ansera: The 2006 solicitation, we have indicated up to two of the categories, and it's on page 1, Eligible to apply for more than one award, that's award.

Patrick Dunckhorst: But she said category

Laura Ansera: She said categories, yes.

Patrick Dunckhorst: There are one or two categories.

Laura Ansera: Yes.

Carrol Justice: So, you said apply for, say, two awards, one for each category?

Laura Ansera: Okay. You indicated -- there's a difference between category and award.

Carrol Justice: Thank you. That's what I'm trying to get at.

Laura Ansera: Category refers to the program activity that you are interested in applying for, that are outlined on page 6 of the application, Program Categories, and there are in a sense five of them: Provide prevention services to impact risk factors for delinquency, to provide intervention for court involved youth, to improve the tribal juvenile justice system, provide alcohol and drug abuse prevention programs, or provide mental health program services. Those are the categories. Now, for an award, more than one award, you would have to have a population of more than 100,000 to apply for more than one award.

Carrol Justice. Thank you. That answers my question.

Laura Ansera: Okay.

Operator: Again, if you have a question at this time, please press the 1 on your touchtone telephone. I'm showing no more questions at this time. You may proceed.

Laura Ansera: Jennifer, can you tell us whether or not we have more callers on the line?

Operator: Yes, we have seven that are connected in, and there are no questions in the queue.

Laura Ansera: Okay. Is there a way that perhaps they could identify themselves and just let us know what tribe they're from, and perhaps we can answer specific questions from their area?

Operator: Sure. Did you want me to open up all the lines instead?

Laura Ansera: Yes.

Operator: Okay. All lines are now open.

Laura Ansera: Hello. I've requested the lines to be open so that we could have open dialogue, as long as we don't talk over each other. If you have any specific questions, this kind of puts us at a conference table and we can just talk about the solicitation at this point, if you have any specific questions, concerns or comments.

Ruby Qazilbash: We do ask, though, before you start talking if you could please introduce yourself, the tribe that you're representing, and in case we don't know already, the state that you're from, so that we can make sure it gets transcribed correctly. If anyone on the line would like to start, we're to answer any questions you might have.

Anahma Samito: hi. This is Anahma Samito from Kotzebue, Alaska. I am on the line and I don't have any questions.

Laura Ansera: Hi, Anahma, how are you?

Anahma Samito: I'm doing well, thanks. Good to hear you guys' voices.

Laura Ansera: That's great. We're glad to hear you're interested.

Lisa Wexler: I'm actually with Maniilaq Association, too. My name is Lisa Wexler and I am sitting in Massachusetts right now, but I work for Maniilaq. I guess I have a question that has to do with Anahma's program. When we were talking about this grant, we were looking at sort of changing the focus and still sort of using some of the framework that she's established through the last almost two years now. Is that okay in this grant?

Patrick Dunckhorst: This is Patrick Dunckhorst. I'm your program manager, and yes, absolutely. I think the thing you want to look at is how you can add value to what you've already started, so if you're on a track that complies with the categories that are listed in the solicitation and enhancing that, or staying on that track with maybe a new outreach and leverage building of resources, then I think you're on a good track. Any other questions?

Jackie Swanson: I'll introduce myself. My name is Jackie Swanson. I work as the Grants Development Officer for the Muckleshoot Tribe in Auburn, Washington. I was here more to listen to maybe the presentation you had available. I did have a question yesterday -- or last week, and Rose answered my question yesterday afternoon. I wasn't clear that on the prevention category that -- I thought all of the activities were required, but she clarified, no, it was just an example of services that a program might provide. I'm still not sure where our program will go. We do have a tribal school. The majority of our children go to local school districts nearby, and we do have a youth program. So we haven't figured out where it's going to be yet. I was also told by Rose that it might be -- it might be a more competitive application if we went for two categories as just opposed to the one, which we want to do prevention and truancy prevention. Is that really the case?

Ruby Qazilbash: I think so long as -- this is Ruby Qazilbash, one of the program managers, and just so that we're clear -- we encourage anyone who has a question to call in on these Tuesday calls, so that we can make sure that we have them included in the transcript, and everyone can either listen to them or read them later on. But any questions that we get either email to us or asked to us on the phone, we all are writing up as Frequently Asked Questions and they, too, will be added to the Web site.

I think a competitive application as we've described it in the solicitation is one that clearly proves a statement of need and makes the case for that. Then using either one or two of the categories, develop a comprehensive plan to address the needs as they've been prioritized by the tribe. So as much as you can show that you're using the funding to fill the needs of the tribe in these categories, that's a competitive application. It's not necessary to go up to two.

Jackie Swanson: Thank you.

Ruby Qazilbash: Another part of a successful application -- obviously, there are lots of parts and they've all been described in detail in the solicitation, but Patrick just pointed out that a relatively new part of the solicitation this year is making sure that an evaluation plan is included, so that you can check your progress along the way, and also prove the outcomes that you've reached hopefully by the end of the project period.

- Marilyn Johnson: This is Marilyn Johnson calling from Laguna. How is cooperative agreement different than a grant?
- Laura Ansera: We are --excuse me, I'm trying to read this and put my thoughts together at the same time. On page 2 of the application of the Solicitation Announcement, we explain how grant versus cooperative agreement, we provided a description of that. Basically, we use -- OJJDP currently uses cooperative agreements in its awards now. That's been in place since about 2003, and it provides for closer oversight in terms of working with a grantee. We work closer with developing documents, closer review of activities, budget activities, personnel decisions, etc. A grant, on the other hand, provides money and there is less oversight with less significant input in terms of the grant manager's involvement.
- Patrick Dunckhorst: If I could give a good example -- this is Patrick. The cooperative agreement in this case, with this solicitation, we're a little more prescriptive. For instance, we tell you in the solicitation we want you to budget 10% for an evaluator, to have an evaluation conducted, and we would hold you to that on a special condition under cooperative agreement.
- Marilyn Johnson: Okay. And do you also prescribe what that evaluation would encompass?
- Patrick Dunckhorst: Well, we have provided as an appendix on the back, Appendix B, Performance Measures, that we would want you to address, again, looking at the categories that you are applying for and associate your evaluation plan to those performance measures. And also the [GIPRA] that is a mandatory requirement as well. So there are two pieces to that, and again, why it's important that an evaluator be part of your process when you look at project design in establishing goals and objectives.
- Ruby Qazilbash: And there is a complete description of what the evaluation plan should include -- this is Ruby -- on pages 11 and 12 of the solicitation.
- Marilyn Johnson: Okay. On the Performance Measures, would the application need to include all those categories in order to be considered?
- Preeti Menon: Just either -- this is Preeti Menon -- only up to two categories.
- Ruby Qazilbash: This is Ruby -- whichever categories you choose to apply for funding for. This is a menu, say. So if you are going to choose to provide services under Categories 1 and 2, you would only need to address the performance measures that correspond with Categories 1 and 2.
- Marilyn Johnson: Oh, okay. And the applicant would need to include at least two categories; is that correct?
- Ruby Qazilbash: No, up to two. One or two.
- Marilyn Johnson: Okay.
- Patrick Dunckhorst: There is no advantage of having two or one. I just want to make that clear. It's not I'd better put two in because then I'll have a better advantage. It's really the quality of the project design that you develop and the budget that you develop in response, or to support that project design.
- Marilyn Johnson: Okay.
- Jackie Swanson: This is Jackie Swanson from Muckleshoot again. I have a question on the evaluation. My notes say does the evaluator have to be a third party that's independent of the tribe, or

could somebody, say, a tribal employee that works in the evaluation area be the evaluator?

Preeti Menon: Yes.

Jackie Swanson: Okay, that's good.

Preeti Menon: Because eventually we will have a national evaluation and we're in the process of putting that together. Once that's there, the national evaluator would contact each tribe and ask for data. So your evaluator that you have on staff or whether it's an outside evaluator would work with the national evaluator.

Jackie Swanson: Okay, thank you.

Preeti Menon: You're welcome.

Lisa Wexler: This is Lisa Wexler again, representing the Maniilaq Association, along with Anahma. I have a couple of questions. I'm looking at these program categories, and I'm wondering if that's supposed to be an exhaustive list?

Patrick Dunckhorst: Exhaustive?

Lisa Wexler: Yes, like --

Ruby Qazilbash: You mean if it's all-inclusive, like that's the menu of options and not fit under each category?

Lisa Wexler: Yes.

Ruby Qazilbash: The answer to that is no; they are simply examples of types of programs that you might want to consider under each of those categories. But, again, it's going to be out of the needs statement that you've created, and looking at the needs of the youth within the tribe, what's going to meet those needs.

Lisa Wexler: Okay. Well, my second question, then, that sort of goes along with that has to do with, there is a category here that says, "Youth gun violence reduction program," and Maniilaq Association has a priority for suicide prevention. That's a big push for the tribe, and so I'm wondering -- and, I should mention that a lot of risk factors that are associated with suicide are also associated with delinquency. So I wonder if we can include suicide prevention under that first category, or would that be in the one of the other categories?

Ruby Qazilbash: Mental health might be a better fit.

Preeti Menon: Some of the activities that target delinquency prevention itself, you can have up to two categories, so this is a perfect example where you would include the first one and the mental health one. Does that make sense?

Lisa Wexler: Yes. Well, suicide, I could see it also involving the fourth category, which would be the drug and alcohol prevention, since --

Patrick Dunckhorst: Well, from the comorbidity standpoint that might be true, but I think to bite off what you can chew, you might want to again take a look at the two and see how there's a blend there, one with an intervention piece and one with a prevention piece.

Lisa Wexler: Can you talk to me a little bit more about that? Are you saying that the mental health program services are about intervention?

Patrick Dunckhorst: I think it's your call, but this is a real broad brush. When it comes to this type of process within the project design, there is a lot of latitude here. So it's really again -- as Ruby said, once you do your assessment -- you know, you may have 10 big top issues in your community, but at \$300,000 or \$400,000, you're not going to be take all 10 on. So maybe you want to look at the top two and see how you can best develop a program that could be responsive to those highest priority issues that you determine are your priorities within your community, and then build it from that point. It may be all prevention, it may be a combination. I mean, we're not trying to tell you how to do that, but we do want to let you know that we're open to that, because it's really -- you know what's best for your community.

Marilyn Johnson: This is Marilyn Johnson again. In terms of reporting requirements, I see that there's the SF269. What other kinds of reporting requirements do you have?

Ruby Qazilbash: This is Ruby. There are two reporting requirements: One on the financial end, the other one on the progress end, so the SF269 that you mentioned is the --

Patrick Dunckhorst: Quarterly Financial Status Report.

Ruby Qazilbash: -- yeah, federal agencies use it. It's the Quarter Financial Status Report, so that's due quarterly, 45 days after the end of the quarter. The second type of report that we require is the twice-annual progress report. So that is for the period January through June, and that is due every July 31, and then the second period, obviously, is the second half of the year, July 1 through the end of December, and, again, we give grantees another month to submit.

Marilyn Johnson: I see that. Is that a particular form?

Ruby Qazilbash: We have a recommended form or a suggested form.

Patrick Dunckhorst: There is a form, but what goes in it, we do have a suggested format.

Marilyn Johnson: Okay.

Patrick Dunckhorst: I might also add on that Financial Status Report, that's online. That report is submitted online.

John Martin: Both of them are.

Patrick Dunckhorst: Actually, both of them are, I'm sorry.

Preeti Menon: Okay, in the Categorical Assistance Progress Report, you will also be required to report on your performance measures.

Carol Justice: This is Carol Justice with Northern Arapaho Tribe. As a follow-up question on the needs statement, should we concentrate on the category or categories under which we're applying, or do we need to discuss all of the categories and then explain why we chose the ones that we are going for?

Patrick Dunckhorst: No, you really have a limited amount of words and paper here. I would really ask you to focus on what your need assessment identifies for your community, and then focus on that. If it's only one category that you find is really the driving force of your project design, then that's the way you should develop it. We understand there are lots of issues out there to choose from. We're asking you to choose that which is the highest priority for your community under this solicitation.

Carol Justice: Thank you. It is for tribal -- it is a tribal program. On occasion, there are youths who might not meet the criteria of being a tribal member, or even the high school, there could be -- it's probably about 95% native, so there are a few kids that are non-native. Would it exclude the service delivery to any non-Indian youth, including those that don't meet criteria for tribal membership?

Laura Ansera: That makes it very difficult. It would be easy to say that we only serve Native American kids, but in the real world, we understand what there is out there in terms of -- I'm sorry, this is Laura -- the situation in terms of our schools, our communities, and those folks that are part of those communities. The tribe that submits the application -- in this case, is this still Carol Justice and you're Northern Arapaho? Your tribal council would be submitting this application, and so it would be their decision whether or not these kids could be served or not served. And if they're being served in a community setting, a school setting, then we're not going to be the ones to come in and say this, this and this -- this child, that child, and whichever child is not eligible, as long as the tribe feels that the services are being provided to the youth within that community. Now, we have to be careful, though, that Congress has appropriated these funds to be extended to federally-recognized tribes. So, if we get audited and it's been determined that -- this could happen in California or other places -- where the 95% is non-Indian, then that could become a problem for the program.

So, it just -- it's hard to say yes or no at this point, and I would like to leave it up to the tribe to take onus on that in terms of what they submit in their tribal resolution stating that these services will be provided to the community that is part of the particular tribe that is applying for this.

Carol Justice: Okay. I think that's fair.

Laura Ansera: And --

Carol Justice: We will not be a majority of non-Indians, but it would be the one or two, or couple of kids that might --

Laura Ansera: And I understand that, so that's not a problem. And we try to look at this from the definition that the Bureau of Indian Affairs has, because this is our guiding document in terms of the federally-recognized list comes from BIA, but they also have a document that provides for on or near the reservation population, and so, to me, that's a legitimate population that we take into consideration.

Carol Justice: Thank you.

Marilyn Johnson: And that wasn't Carol Justice's question, but I appreciate the fact that it was asked, because they answered it for me, too.

Ruby Qazilbash: Who was it, I'm sorry? Could you just repeat the name and the person who asked the question?

Laura Ansera: Yes, that was Marilyn Johnson.

Ruby Qazilbash: Marilyn Johnson. Okay, thanks. I just want to make sure that the transcriber has the names correct.

Patrick Dunckhorst: Keep those questions coming.

Laura Ansera: Marilyn, could I ask you who you're writing for?

Marilyn Johnson: It would be for Laguna Department of Education.

Laura Ansera: Okay, I was just wondering, because there are two other entities also interested, and if there are other entities that are involved or interested in applying for this, we would want to make sure that the tribal resolution represents the organization that, like, I believe we currently have a -- I'm trying to think -- sports and wellness program, the behavioral health, and if you're education, then there are three programs right there.

Marilyn Johnson: Oh, okay. So, then those are both under one. I was unaware that they would be possibly submitting -- the group that we team up with typically would be the Juvenile Justice -- the Youth Court.

Laura Ansera: Right. And they currently have a mental health grant with us as well. So, all of this is contingent on that grant ending 9/30/2006. They have to end in order for you all to be eligible on October 1.

Marilyn Johnson: Okay.

Laura Ansera: And I would suggest that what you're doing, you all could collaborate and pull together a program. You're serving the same kids, and that's what we're interested in doing is serving the community. Perhaps --

Marilyn Johnson: [Inaudible] -- we're serving the same kids.

Laura Ansera: Right, right.

Marilyn Johnson: We've been teaming up with the youth court and with the schools, but I'll check with them. I didn't know that --

Laura Ansera: Okay. Right. I'm the program manager for New Mexico, and so I'm very familiar with Laguna Pueblo.

Marilyn Johnson: Okay. Okay. Are you familiar with our program?

Laura Ansera: Not the education side, but I'm -- from the standpoint of our Tribal Youth Program and the mental health program.

Marilyn Johnson: And what is your name?

Laura Ansera: My name is Laura Ansera.

Marilyn Johnson: Oh, okay, okay. All right. We were at the -- were you at the meeting at Sunrise the other day? No?

Laura Ansera: No, I wasn't. I was in New Mexico two weeks ago, but I didn't stop in Laguna; I stopped in [Akima].

Marilyn Johnson: Oh, okay. Yes, stop by and see our One Stop for Native Youth Program sometime.

Laura Ansera: I will. Thank you.

Marilyn Johnson: Yes, okay.



Carol Justice: This is Carol Justice again. On the mental health program services, are there any restrictions regarding types of services that can be offered, or length of time of service under that category?

Laura Ansera: I don't know of any particular restrictions at this point. I think that we've even entertained in the past some detention; however, we looked to more doing the diversionary intervention programs than to help with doing detention programs, so I think that may be the only thing that would be -- that would not be considered high on our list in terms of our program is actual detention of kids.

Carol Justice: Thank you.

Jackie Swanson: This is Jackie Swanson from Muckleshoot again. Last week when I was looking for some program models for truancy prevention, I came across the Select Risk Factors, it says "Search MPG Programs, and step 2, "Select Risk Factors." And it's got risk factors related to community, school, family, peer, and individual. Now, that helped me try to start to identify what the risk factors are, and so is that particular thing that's in this search process, those I can use as guidelines in developing a better understanding of how we could talk about risk factors when we're prioritizing our concerns?

Ruby Qazilbash: Certainly. And that will obviously feed into the need statement, or the statement of the problem -- this is Ruby.

Jackie Swanson: Okay. That was really helpful. And then the other question is, because we're a small tribe and the RP says that we can get up to \$300,000, and that total amount is the total award amount that will go for four years, so then we'll get funded up to \$75,000, then we have to back out those mandatory expenditures for travel and training and evaluation?

Ruby Qazilbash: That's right.

Jackie Swanson: Okay. Thank you.

Preeti Menon: And the amount, \$300,000 over four years, we take that very seriously. If you go over even a dollar, you will not be considered.

Ruby Qazilbash: In putting your budget together in the application.

Marilyn Johnson: Question from Johnson. You know, on that -- in terms of the submittal of the application, it probably is in here somewhere, but do you include, also, the indirect cost rate?

Laura Ansera: If that's an allowable cost.

Marilyn Johnson: It is, okay. Is there no matter what amount it is, that would be considered?

Laura Ansera: Right. It's considered, but it has to be -- you still can't go over \$300,000.

Marilyn Johnson: Right, okay.

Ruby Qazilbash: This is Ruby. I just wanted to say as part of the budget review process, if you don't submit it with the grant, something that we'll ask for later is your approved indirect cost rate by your [inaudible] agency, which I think 100% of the time in the case of tribes would be II, so that's something -- that's backup documentation that we would ask for, and you want to make sure that you have on-hand through the review process.

Marilyn Johnson: Okay, we have that.

- Preeti Menon: And the budget narrative should include all four years -- I'm sorry -- yeah, four years.
- Carol Justice: This is Carol Justice again, Northern Arapaho Tribe. I think I'm reading this right. Regarding the tribal resolution, when we submit the application it would be a draft of that resolution, and if funded then you request the signed one or do we need to scan a signed one in to go with the app?
- Ruby Qazilbash: We only require that a draft resolution be submitted -- yeah, what you said is right. A draft is all that's required, but you could submit a signed one, but we only require a draft, and then before the award were officially made, we would need the signed copy to us.
- Carol Justice: Thank you.
- Ruby Qazilbash: You're welcome.
- Jackie Swanson: This is Jackie Swanson again from Muckleshoot. On the attachments, Appendix A, Other Requirements, all of these insurance and compliance forms that we have to sign, that's an awful lot of them; Are every one of them required?
- Preeti Menon: Yes, and they're all on GMS -- wait, I'm sorry, at [grants.gov](https://www.grants.gov), and they'll walk you through it, each one of those forms. And so it's not something that you have to actually sign and send in. They all will be in the application process.
- Ruby Qazilbash: Right. And your sign-off on them is with the submittal of the actual application is an electronic signature. So it's not something that you would have to sign and send in after the fact. The electronic signature when the application is submitted is for those four pieces, and the other requirements apply to those as well.
- Laura Ansera: And I might point out that these are all what are termed as boilerplate. Any application for federal funds has this same requirement, so it's not just us. We don't even see this. Once we've put together the body of the solicitation, these automatically get attached, and we see it when it comes out of the oven.
- Jackie Swanson: Okay, thanks. And then I have another question. In terms of how the money is going to be spent, I don't see that we'll have any staffing coming out of there, but we will probably provide -- we will pay for the staff out of other fund sources, either through the school or the youth programs. Now, since those positions won't be directly funded by the TYP Program, do you still need resumes for those folks?
- Ruby Qazilbash: This is Ruby. There is no reason that you could not use Tribal Youth Program funds to pay for personnel to direct the program. If you -- you will always need to have a project director that's named, that we would have as a primary contact. You could use other funds to pay for that position, but -- Laura, correct me if I'm wrong -- but we would still want to know who was in that position and want to review their qualifications before the final offer were made.
- Laura Ansera: If you submit an application and you indicate these activities are going to take place, we would need to know how that all is going to transpire, what positions would be doing what, and if these people are qualified to do that job. So we still have oversight review of those positions even though they're not being paid. You would list program director and indicate 100% from whatever other fund in the actual application of budget. So that gives us the total picture of what your activities are and who is responsible more particularly is what we'd be interested in.
- Ruby Qazilbash: And I just want to clarify something about personnel. If you have already -- or the applicant has already identified a qualified candidate, you should include their resume in

the other attachments, and then when the awards were made, it would be with the understanding that that person is qualified and approved for that position. If you don't have someone in mind for the position already, then we'd expect that you'd submit a project description, and then once you got interviews rolling and you had narrowed it down to one or two candidates, you would share those candidates' resumes with us and tell us who your first choice was, and then we would approve that, most likely.

Laura Ansera: I think she meant job description.

Ruby Qazilbash: What did I say?

Laura Ansera: Project description.

Ruby Qazilbash: Oh, sorry. Position description or job description, right.

Jackie Swanson: Okay. Did you not say that it would be okay to include a resume of that person, if they already were onboard?

Laura Ansera: Yes, that would be fine.

Carol Justice: Carol Justice again, Northern Arapaho. I see the tribal population is as that listed in the 2000 census, so that is in stone? I just thought I'd ask the question, since the amount you could apply for varies.

Laura Ansera: Right. We have to go with the document that is available to everybody, and in past years we used the Bureau of Indian Affairs Labor Statistics document, which provided for populations, etc. But they've had reorganization issues and haven't gotten this, and I don't know if -- the last publicized documents that they had with 2003, and it wasn't available for us to use as a document for our populations, because it hadn't been signed off on or whatever. We needed to proceed with moving the solicitations along. So the U.S. census has expanded its review of tribes and communities, and therefore we felt that that represented tribal communities probably more accurately even than the Bureau of Indian Affairs document.

Carol Justice: Let me go back to an earlier question. I think you answered it already, but -- the \$300,000 amount, that is the entire amount for the four years, or is that annual?

Laura Ansera: That's four years.

Carol Justice: Okay. That \$300,000 goes over the duration of four years.

Laura Ansera: Yes.

Carol Justice: Okay.

Laura Ansera: And you don't have to re-apply every year. It's a four-year award.

Preeti Menon: And you don't have to equally distribute it yearly. For instance, if you decide to use the first year as your planning year, you can use less amount, and then use the rest later on over the next three years.

Carol Justice: Oh, okay.

Jackie Swanson: This is Jackie Swanson again. I do have a question on the planning year, and maybe you kind of answered it, because it says if we go for a planning year, we're to develop our evaluation and data related designs, data collection, instruments, forms, procedures,

partnering agreements. Could we have our evaluator work on that, or -- no, that might be a conflict of interest, I guess -- but could we hire somebody, a consultant or a contractor, to help us with those things?

Preeti Menon: Well, if you have a plan -- say you get an award and in your award it gives a stated planning year, we have a team that could help you with the Logic model, with the process of, yeah, technical assistance, really. We have that, and then you can certainly hire someone, too.

Jackie Swanson: Oh, okay.

Laura Ansera: You can budget for that.

Preeti Menon: Right. And then if you do want to hire someone, or budget for them, make sure you have it in your application.

Jackie Swanson: Okay, okay.

Preeti Menon: Decide what you're going to be doing for the planning year.

Marilyn Johnson: This is Marilyn Johnson. So you would recommend use of the Logic model?

John Martin: It's a good product to help you look down the road. We've seen it being used successfully, because it's good to know where you're going to go.

Marilyn Johnson: Okay. I just wanted to know.

Rosemary Shaw: Laura? This is Rosemary. How are you doing?

Laura Ansera: Hi Rosemary, how are you? How's Oklahoma?

Rosemary Shaw: It's kind of cold today.

Laura Ansera: We're feeling the same way. I'm glad to hear you on the phone.

Rosemary Shaw: I want to make sure I understand this. Example for us would be 100,000 a year. So I subtract \$10,000 for evaluation. Would I evaluate every year, or would I evaluate at the end of the four years?

Laura Ansera: You would begin your evaluation at the start of your program to be submitted at the end of the fourth year.

Rosemary Shaw: Okay. So the \$10,000 wouldn't be every year; it would just be the four years.

Laura Ansera: It's up to 10% of the total amount. So if you're eligible for \$400,000, you're eligible to set aside \$40,000 over the four years.

Rosemary Shaw: Right. But if I do it by year, it ends up -- if I prorate my budget, it would be 10,000 a year.

Laura Ansera: Right.

Rosemary Shaw: Okay, so now I'm down to 90,000. Then I took my IDC, which is 21%, and I'm down to 69,000. And then I did the travel, and now I'm down to 50, and that makes it hard to -- well, really more than 50, but I mean, around 50 to 60. That's hard to do anything with.

Laura Ansera: We understand that, and in terms of changing this --

Rosemary Shaw: You got any suggestions, Laura, because I'm stuck.

Laura Ansera: Have you done anything to bring in resources from your third-party billings based on the kids that you have? Any kind of Medicare/Medicaid kinds of stuff?

Rosemary Shaw: Not yet. One of the problems that -- the barrier we had, which I mentioned at the conference was finding licensed personnel, because we're in such a rural area.

Laura Ansera: You're in such a rural area and you provide such a vital program and vital services in your home -- your program there for the group home for the kids, and then what you have on the other side. Is there nothing from the tribe or other healthcare programs, or any other programs in the area that can help you develop a sustainable program, or help you with resources even if it's supplies or whatever?

Rosemary Shaw: Well, I have -- with all the requirements that are set forth by the licensing people as far as having the 24-hour care, it's killing us. Our 24-hour monitors is over \$100,000, because of the 24-hour care, 7 days a week, and that's where my big expense is. And then that takes away from me being able to get a professional, other than myself, to go and provide those professional services. Now, I have a bachelor's level, but a bachelor's level can't do third-party billing. Are you with me?

Laura Ansera: Yes, I'm listening.

Rosemary Shaw: So what I'm thinking about doing is going in and trying to maybe -- since this is such a hot grant season, that maybe I can find something that would complement the program I'm suggesting, because I want to stay on that mental health issue. We have such a need for that, with the co-dependency -- I mean, the co-occurring substance abuse.

Ruby Qazilbash: This is Ruby. Obviously, we don't have any magic answers and, again, as Patrick stated before, we're not going to prescribe exactly what any program should look like, or how an applicant should budget or spend funds by the Tribal Youth Program, but there is nothing to preclude yourself on behalf of the tribe, or the tribe coming up with a comprehensive plan that's going to address all of the needs of the youth on or near the reservation, as we say, and the Tribal Youth funds funding a part of that comprehensive plan.

Rosemary Shaw: Yeah.

Ruby Qazilbash: So if your population is so big that this program alone isn't going to provide you with enough funds to serve everyone, or to satisfy the need as it exists, then, yes. And all of us are in that situation these days, where you need to prioritize, where you need to be creative, where you need to collaborate and partner with other stakeholders with the kids that you're serving.

Rosemary Shaw: Could we get other tribes -- this has just hit me in the head -- could we get surrounding tribes that we've been serving their kids to write a Tribal Youth grant?

Ruby Qazilbash: Any federally recognized tribe is eligible.

Rosemary Shaw: Okay, wait a minute; let me finish.

Ruby Qazilbash: And you can partner as well. So you can -- any tribe can submit an application on behalf of itself, as well as tribes that would like to partner with it.

- Rosemary Shaw: Okay, that wasn't what I meant. What I meant was, can we get those tribes to submit an application that would supplement our funding since we're providing services for their tribe?
- Laura Ansera: Right. I'm looking at it and we can discuss this more here at the table, but I'm looking at this from the standpoint of you have a federally-recognized tribe next-door. They're eligible for, say, 300,000 or 400,000 to serve a population. You're going to apply for 400,000. That doesn't mean they come in and supplement your program. We can't go and expect them to apply on your behalf and give you 400,000, and you also apply for 400,000, expecting to have 800,000, serving the same kids. That would not work. Now, if the other tribe applied, they would have to show how the population would be different, because this would be a conflict of interest because we'd be serving -- it would be -- would it be a supplanting issue, I'm not sure.
- Rosemary Shaw: Well, I'm wondering about that, but if we provide a -- in our particular grant, we said we would only provide service to Osage children, and they said they would only provide contract for services for Poncas, let's say.
- Preeti Menon: And that's completely fine. Just keep in mind that this being competitive funding, the applications are going to go through peer review process, and if the other tribe happens to score better and get the award and you don't, there is no guarantee.
- Rosemary Shaw: Yeah, yeah. I understand what you're saying.
- Preeti Menon: So, both of you may not get it, or both of you may get it.
- Ruby Qazilbash: But I think Laura makes a good point, that you would need to show that the children that would be served through the neighboring tribe's application or grant would be in addition to the kids that you're proposing to serve.
- Rosemary Shaw: Okay.
- Ruby Qazilbash: And it would be via some kind of contract mechanism or however that tribe procures services.
- Rosemary Shaw: Okay.
- Laura Ansera: Now, you might be interested in considering the Juvenile Accountability Discretionary Grant Program that will be announced hopefully by the end of next week, and that will be coming up on the same Web site. You can review the 16 purpose areas there and see if you would be eligible in one of those areas. The limitations on that, though, are -- we only have \$1 million, and we try and fund three awards out of that \$1 million. So the awards are for \$300,000. So that's a consideration for any of the tribes. It doesn't -- applying for TYP does not impact your application for the Tribal Juvenile Accountability Discretionary Grant Program. So you can apply for both of them.
- Rosemary Shaw: Okay.
- Preeti Menon: This is Preeti Menon again. I'd just like to go back to the Logic model. Page 9 of the solicitation talks about project design and designating the first year of award as the planning year. The first bullet under item 3, which is Project Designs, talks about the Logic model, and it's a really good guide to determine whether you would need a planning year. You may want to just go through these bullets to see if you already have some of these things figured out -- written out, and things like [inaudible] indicators, performance measures, [inaudible] data. I highly encourage you to go through the list.

Rosemary Shaw: You refer to page 9, is that right?

Laura Ansera: Nine and ten.

Rosemary Shaw: Nine and ten, okay. When it talks about registration, is that to register with [grants.gov](https://grants.gov)?

John Martin: That's correct, [grants.gov](https://grants.gov).

Rosemary Shaw: Authorized organizational rep and so forth?

John Martin: You're going to fill out a school schpiel of forms on there, and I would say that you want to do it early, because usually those take between three to five business days to go through, and that's probably a conservative estimate. Some I've heard have said 7 to 10 days.

Rosemary Shaw: And if you're already registered, then you can skip that part; is that correct?

John Martin: If you're already registered, you're good to go. All you have to do is submit the application.

Patrick Dunckhorst: John, you might want to clarify, too, the process at [grant.gov](https://grant.gov), the whole application has to be completed before see any grants.

Rosemary Shaw: All right. Okay. Thank you.

John Martin: We don't see anything here until you've submitted the application. Your registration here, that goes to [grants.gov](https://grants.gov), but once you've submitted the application, then we see it here.

Rosemary Shaw: Okay.

Laura Ansera: We learn something new every time we listen to John.

Ruby Qazilbash: Does anybody have any other questions about the registering process or [grants.gov](https://grants.gov)?

Jackie Swanson: I don't have any questions, but I have a comment. This is Jackie Swanson. I'm really having trouble getting the [grants.gov](https://grants.gov) emails every day. I haven't been getting them consistently since December 18. I think I've -- I've been trying to work on a problem. I got one on January 24, and the only reason it scares me is because I wonder how it will affect those applications that have to be submitted electronically only. I hope we don't run into the same snafus. I know I was looking for some Tribal Court assistance programs, and I had a really hard time running into, you know, some forms there, trying to download some forms. So, those same kind of technical problems are not really prevalent.

John Martin: If you're having problems on [grants.gov](https://grants.gov), uploading or downloading forms, or with the registration process or anything along the application process, you'll want to call their number, which is 1-800-518-4726.

Jackie Swanson: I've got that. They're having trouble untangling the problems.

John Martin: They're the ones to talk to. I really don't have any access to change anything in [grants.gov](https://grants.gov), so only in GMS.

Jackie Swanson: That wasn't my point. My point is, I just wanted to let you know that there are probably some tribes that are really having trouble with that, and it's not just tribes that are having

trouble accessing [grants.gov](https://www.grants.gov) information. It's probably everybody. That's what I was finally told last week. So, it's just a comment more than anything.

John Martin: Thank you.

Carol Justice: This is Carole Justice again. I have a dumb question. On the census, to get a tribal figure, any suggestions? Or do we not have to worry about that?

Laura Ansera: You bleeped you bleeped out on the first part. On what? On census?

Carol Justice: To actually get it broken down by tribe. I mean, I know tribal enrollment figures.

Ruby Qazilbash: Have you gone to the exact Web site that we have, it's lasted on page 2 at the top of the page of the solicitation?

Carol Justice: No, but I will do that, then.

Ruby Qazilbash: Yeah, because it gives a real specific Web address, and if you copy it in exactly, I think it will take you right where you need to go.

Carol Justice: Okay. I'll give that a try. Because I've been on their site and I can't find it, so --

Ruby Qazilbash: If you can't find it on that link, if you're having any issues, then call us back and let us know.

Carol Justice: Thank you.

Patrick Dunckhorst: We're ready for more questions.

Lisa Wexler: I have kind of a general question that's not very well formed. This is Lisa Wexler again. It has to do with these categories again, and maybe I'm just being too literal about it. I wonder about sort of taking some of the categories and reframing them to sort of have a more positive focus. That's what we've been trying to do a lot with the Youth Wellness Program, and you talked about adding value to what we already have established. And so I wonder about looking towards services that promote resiliency and positive coping skills and that kind of a thing as a way of decreasing factors related to delinquency. I mean, that sort of turns it on its head a little bit, but I think it still gives us the same construct.

Patrick Dunckhorst: Well, absolutely. We're not implying that you can only focus on issues that are of a negative impact to the community. But, again, you're going to do an assessment. Even though you've had this grant, you're going to do an assessment. You're going to take a look at different issues and then you're going to look at how you can best approach those issues. Again, if it's enhancing what you have from a prevention standpoint and, again, accentuating protective factors, that's all good. It all falls within some of these categories to some degree. We're just asking you to be clear in your project design on where it is you're going.

Lisa Wexler: Okay. And so when you say that I'm going to be doing an assessment, can you talk a little bit more about that? Do you mean this conceptualizing sort of where the community stands in relationship to some of these ideas and selecting statistics to sort of back that up, and seeing what the community priorities are, and the tribal priorities; is that what you mean by an assessment, or do you mean something else?

Ruby Qazilbash: I think what we're talking about is the statement of the problem section. So it's page 18 [inaudible], and it's worth 15 points out of the 100 possible points. So that's where you're



really making the case for the need for travel use program funds, and that's going to launch you into your goals and objectives and your project design. And looking here, so it's really describing the nature and the scope of the problem, and the jurisdiction that the project will address. I'm just reading from it now. The applicant must discuss the types and the number of incidents of juvenile delinquency in the geographic area that the proposed project will serve, and then there is A through D of what exactly we'd like to see included there. But it's really when you set the stage and you make the case for the following solicitation and the program that you're proposing. So it's as clear a picture as you can paint or draw for us there, the more easily we'll be able to understand why you need what you're proposing.

Lisa Wexler: Okay, that's helpful.

Unidentified Participant: May I ask Anahma a question? How was the trip for the kids?

Anahma Samito: We're still planning it. We're leaving March 7.

Unidentified Participant: Oh, okay. I didn't know if it had transpired yet or not. I wish him the best.

Anahma Samito: Thank you. It's probably going to be really, really rewarding. I can't wait.

Unidentified Participant: Absolutely. That's a bold move on your part, Anahma.

Anahma Samito: Oh, I think it's going to be great. These kids are so great to work with, so not too bold.

Unidentified Participant: Can you share with us what trip, so if we want to go, can we go?

Anahma Samito: Oh, we've been fundraising like crazy, actually. We're going to go down to New Orleans and help rebuild some houses with Habitat for Humanity. So it's a project that these kids have been fundraising for since the beginning of the school year. It's a youth group through the TYP.

Unidentified Participant: Oh, terrific.

Anahma Samito: Yes, and we're flying into Las Vegas and we're going to drive from there, and so we are looking for connections on our trip in Arizona, New Mexico, Oklahoma. So if anybody out there wants to meet up with some [inaudible] Eskimo kids, I'd be very open to meeting up with other youth groups along the way.

Unidentified Participant: What is your name and phone number?

Anahma Samito: My name is Anahma, A-n-a-h-m-a, and phone number is 907-442-7641.

Unidentified Participant: Okay. When are you leaving?

Anahma Samito: March 7, is when we leave.

Unidentified Participant: Oh, okay.

Anahma Samito: Well, thanks for asking.

Unidentified Participant: Yeah, that sounds great.

Laura Ansera: Be sure and take pictures and send us good pictures.

Anahma Samito: Oh, yes. We're going to have video camera there, and digital cameras. We're going to put on a slide show and movie for all of the organizations in town that helped donate. So we asked all of our organizations in town and got a lot of donations as well, and so we're going to put on a potluck and movie for the parents and organizations that helped.

Unidentified Participant: That sounds terrific.

Anahma Samito: Yeah, it will be a lot of fun.

Unidentified Participant: Outstanding.

Laura Ansera: Back to the drawing board now.

Unidentified Participant: Reality.

Patrick Dunckhorst: I think that's a good example of some things you can be doing when you look down the road on how you can best serve your kids.

Ruby Qazilbash: Does anybody have any other questions?

Laura Ansera: Any questions on the timeline?

Marilyn Johnson: This is Marilyn Johnson. At the beginning of the conference call, did I hear a segment where technical assistance is available from Juvenile Justice, or was that something else, once a project gets funded?

Preeti Menon: Yes. Once you have an award, we do have training and technical assistance provider who -- we will give you the content information for.

Marilyn Johnson: Okay. I don't have any other questions.

Ruby Qazilbash: I was going to actually wrap up the call -- this is Ruby -- unless anybody had any other questions. We'll be available for the next three Tuesdays, same time, same phone number, same pass number to get in. Just to wrap up, if you want to reference or have a copy of the transcript of the teleconference, it's going to be available at the Tribal Youth Program Web site, and that's -- I'll say this slowly and then I'll repeat it, <http://ojjdp.ncjrs.gov/typ>. Again, <http://ojjdp.ncjrs.gov/typ>. Also, you can two hours after this call ends, it will be available for replay, and it will be available for 24 days. The number to call in to hear the replay is 888-266-2081, and the access code is 834330.

Patrick Dunckhorst: If you know of other tribes who are interested or are not aware of these conference calls, be share this information with them.

Ruby Qazilbash: If there aren't any other questions, we're going to go ahead and conclude the call. Thank you very, very much for your participation. Again, if you have any other questions, please join us on the call next Tuesday, same time, same number.

Operator: Ladies and gentlemen, thank you for participating in today's conference. This concludes the program. You may now all disconnect.